**GROUP 1 Directions—Rapid Readers’ Theater**

As you listen to the story, think about how you would dramatize it.

* What are the different roles that need to be played?
* What are the key events?
* Are you capturing the build-up to drama?
* How would you summarize or improvise dialogue?

When we finish, it’s your group’s job to reenact the section of the book we heard however you want. You’ve got 5 minutes to get this done.

*Understanding the construction of a story, understanding characters and their motivations, making connections from the text to one’s experience and knowledge.*

**Comprehension Strategies**

**GROUP 2 Directions—Drawing for Understanding**

Get out a piece of paper and as you listen draw a scene that captures the beginning, middle and end of the story. After the reading is done you’ll have about 5 minutes to finish up your drawing.

**Generate More Ideas**

Bring both groups back together and take a few moments to think of some more ideas that would get your students working on comprehension skills. That is, ideas that would get them actively engaged in discussing and questioning the book.

**More Comprehension Ideas**

**Setting Map** Teacher reads a descriptive passage while students close eyes to visualize it. Then each student draws their visualization of the setting.

**Character Pose** Each group given a character and a specific event.

They create a pose that represents that character in

that time/place.

**Character Map** Similar to the setting map, students draw a picture of the character of their choosing and draw a web or bubble map around the character with descriptive words for that character.

**SWBS Chart**  Have students help you create a SWBS chart:

Somebody \_\_\_\_\_\_\_ ?

Wanted \_\_\_\_\_\_\_\_\_\_ ?

But \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

So \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

**Think-Pair-Share** Give students a meaty question at the beginning, middle or end of the book. Have them think of their answer and then briefly share it with a partner. Call on a few groups to share their answers, focusing and drawing out different perspectives and the reasoning behind them. Questions like these work well:

* What do you think will happen next? Why?
* How would you feel if \_\_\_\_\_ happened to you?
* This reminds me of …
* Why do you think he/she did \_\_\_\_\_?
* What does this make you wonder about?

**Group Questions**

1. What were the two comprehension techniques tried in your groups? What were the participants’ experiences of them?
2. Is there anything you would change or adjust to enhance or simplify the activity for your students?
3. Logistically, what do you think the pros and cons of trying it with your students/members?
4. What skills do you think this technique will help your students/members work on?
5. Which of the other comprehension ideas are you most interested in trying out? Why?